

**State Plan for the
American Rescue Plan Elementary and Secondary School Emergency Relief Fund**



U.S. Department of Education

Issued: April 21, 2021

OMB Number: 1810-0754
Expiration Date: October 31, 2021

Paperwork Burden Statement According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 1810-0754. Public reporting burden for this collection of information is estimated to average 100 hours per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is required to obtain or retain benefit under Section 2001 of the American Rescue Plan Act of 2021 (ARP Act). If you have any comments concerning the accuracy of the time estimate, suggestions for improving this individual collection, or if you have comments or concerns regarding the status of your individual form, application or survey, please contact Britt Jung, Office of State and Grantee Relations, Office of Elementary and Secondary Education, U.S. Department of Education, 400 Maryland Avenue, SW, Washington, DC 20202-6450, email: SGR@ed.gov directly.

Introduction

The American Rescue Plan Elementary and Secondary School Emergency Relief (“ARP ESSER”) Fund, authorized under the American Rescue Plan (“ARP”) Act of 2021, provides nearly \$122 billion to States to support the Nation’s schools in safely reopening and sustaining safe operations of schools while meeting the academic, social, emotional, and mental health needs of students resulting from the coronavirus disease 2019 (“COVID-19”) pandemic. It is particularly important that ARP ESSER funding will enable States and local educational agencies (“LEAs”), and more directly schools, to support students who have been most severely impacted by the COVID-19 pandemic and are likely to have suffered the most because of longstanding inequities in our communities and schools that have been exacerbated by the COVID-19 pandemic.

The U.S. Department of Education (“Department”) is committed to working in partnership with States so that these unprecedented resources are quickly put to work to ensure students have sustained access to in-person instruction and that the resources are used to provide the effective support students need as they persist through and recover from the impacts of the COVID-19 pandemic. The thoughtful and timely use of these funds will have a lasting impact on our Nation’s schools and help to address the inequities in resources, services, and opportunities available to our students.

This template presents an opportunity for States to share their plans for the use of ARP ESSER funds with the public. The Department must approve a State educational agency’s (“SEA’s”) plan in order to make the State’s remaining ARP ESSER allocation available for use. Please note that the Department intends to issue ARP ESSER reporting requirements separately.

Instructions

Each SEA must provide descriptions and other information that address each requirement listed below. An SEA may use this template or another format as long as every item and element is addressed in the SEA’s response. Throughout this document, questions that refer to an SEA’s ARP ESSER funding are referencing the total allocation to be received by the SEA, including that which it allocates to its LEAs.

Each SEA must submit to the Department by **June 7, 2021**, either: (1) its ARP ESSER plan or (2) the State requirements that preclude submission of the plan by that date and a date by which it will be able to submit its complete ARP ESSER plan.

To submit the SEA’s plan, please email the plan to your Program Officer at [State].OESE@ed.gov (e.g., Alabama.OESE@ed.gov).

In order to ensure transparency, the Department will post each plan on the Department’s website when it is received and will indicate each plan’s approval status.

This template also allows States to fulfill the requirement of the Coronavirus Response and Relief Supplemental Appropriations (“CRRSA”) Act ESSER II 6-month reporting requirement in section 313(f) of the CRRSA Act.

Cover Page

Grantee and Contact Information

ARP ESSER PR Award Number (e.g., S425U2100XX):

SEA Contact: Krish Mohip

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Email address: Kmohip@isbe.net

| | |
|---|-----------------------------|
| By signing this document, I agree to each of the assurances listed in Appendix C and further assure that: To the best of my knowledge and belief, all information and data included in this plan are true and correct. | |
| Chief State School Officer or Authorized Representative (Printed Name) Krish Mohip | |
| Signature of Authorized SEA Representative <div style="border: 1px solid red; padding: 5px; display: inline-block;">(b)(6)</div> | Date: 8/13/21 |

A. Describing the State's Current Status and Needs

The Department recognizes the extraordinary efforts made by States, LEAs, and educators to support students during the COVID-19 pandemic. In this section, SEAs will describe the progress they have made, the priorities and student needs guiding their ARP ESSER funding decisions, and their current and projected operating status.

1. **Progress and Promising Practices:** Provide your assessment of the top 2-3 strategies that have been most effective in supporting the needs of students in your State during the COVID-19 pandemic, especially for students most impacted by the COVID-19 pandemic. Please include, if applicable, how your State will submit and encourage its LEAs to submit lessons learned and best practices to the Department's [*Safer Schools and Campuses Best Practices Clearinghouse*](#) so that they can be shared with other States and LEAs.

Strategy 1 – Digital Equity: The Illinois State Board of Education (ISBE) has been primarily focused on helping districts provide all students with technological resources so they could access digital remote learning, especially during the earliest days of the pandemic. An additional 721,584 computing devices were needed to meet the remote learning needs of students, according to a March 2020 survey of Illinois public school districts. Based on enrollment figures for the responding districts, we calculate that at the start of the pandemic these districts had enough devices to provide 51 percent of their students with an instructional device. Illinois leveraged ESSER and Governor's Emergency Education Relief (GEER) funding to address this need by purchasing more than 600,000 additional computing devices for students. Survey data from fall 2020 indicate that public school districts now have enough devices to provide 87.8 percent of students with an instructional device to take home.

Strategy 2 – Educator Support: ISBE has provided Illinois educators and leaders with comprehensive and timely resources in support of maximizing quality instruction throughout the pandemic. The agency released [Remote Learning Recommendations](#) in March 2020 to support continuity of learning despite the suspension of in-person instruction. ISBE released [Priority Learning Standards](#) and [Fall 2020 Learning Recommendations in summer 2020](#). Simultaneously, ISBE collaborated closely with the Illinois Department of Public Health (IDPH) to provide Revised [Public Health Guidance for Schools](#) to support safe reopening. These resources and aligned supports, such as webinars and professional learning opportunities, have provided a balance of clear expectations and resources to assist school districts in supporting the needs of students and ensuring their success during the COVID-19 pandemic.

Strategy 3 – Social Emotional Health: The pandemic has highlighted the importance of and the need for ongoing support and resources for adult and student wellness. ISBE partnered with our Regional Offices of Education, Nita M. Lowey 21st Century Community Learning Centers (21st CCLC), and the Center for Childhood Resilience (CCR) at Ann and Robert H. Lurie Children's

Hospital to provide all Illinois educators with virtual training on the impact of trauma on children and adolescents. This training addressed the intersection between race and trauma, crisis response strategies, and schoolwide trauma-responsive policies and classroom practices to build resilience among students. Critically, the virtual training provided by CCR supports educators' own personal and professional well-being and self-care during COVID-19 and beyond. In addition to the universally available virtual training, 50 Comprehensive and Targeted schools that receive federal 21st CCLC grants have the opportunity to create Resilience Education to Advance Community Healing (REACH) teams. Each team will include teachers, administrators, social workers, and 21st CCLC project personnel and parent mentors. CCR will support the REACH teams in developing and implementing data-driven strategic plans to support students' social-emotional learning and mental health. Furthermore, the ISBE Wellness Department is collaborating with partners statewide to align all of its programs to provide for and support statewide multi-tiered systems of support (MTSS).

The Illinois State Board of Education has worked tirelessly to support school districts by supplying information about best practices throughout the ongoing pandemic. Technical assistance documents, webinars, and a resource page, all dedicated to COVID-19 support, are on the ISBE website. These are just a few of the ways we have sought to provide assistance to the educational entities, practitioners, students, and families across the state.

In addition, several documents have been released and are readily available on our website's [COVID-19 page](#). [The work completed to assist our LEA's has been well received. Many of the documents found on our website have been shared with the Council of Chief State School Officers](#)

2. **Overall Priorities:** Provide your assessment of the top 2-3 issues currently facing students and schools across your State as a result of or in response to the COVID-19 pandemic including, to the extent possible, data illustrating why these are the most critical and/or most widespread issues facing schools and students.

Challenge 1 - Teacher Shortage: Illinois' educator shortage exacerbates the negative impacts of the COVID-19 pandemic in thousands of classrooms every day. Illinois currently has 1,704 unfilled teaching positions, 1,243 unfilled paraprofessional positions, and 1,085 unfilled school support personnel positions. Moreover, 65 percent of Illinois school districts report that the shortage has gotten worse during the pandemic, and 77 percent of districts report that there were fewer or significantly fewer qualified applicants during the hiring season preceding the 2020-21 school year compared to past years. An adequate supply of effective educators is a prerequisite that would enable all other COVID recovery measures to succeed.

Challenge 2 - Digital Equity: Illinois has made significant progress in terms of providing

students with devices in support of digital remote learning, but barriers to full digital equity persist. In particular, data suggest that more than 100,000 students still lack a digital device, and 97 percent of school districts report one or more barriers to home connectivity (e.g., ongoing expenses, limited bandwidth, limited broadband availability) for the students they serve. Although the shift back to in-person learning is well underway, digital equity is still important. Technology-enabled supplemental remote learning activities should be available to all students so we can maximize and accelerate learning and recovery from the COVID-19 pandemic.

Challenge 3 - Comprehensive Student Supports: We recognize that we have made great strides in providing educators and students tertiary supports pertaining to social-emotional learning (SEL) and mental health. However, immediate access to such services as we return to in-person learning will be critical for the well-being of students and staff. We must ensure that all students—from rural, suburban, and urban areas—have access to interventions and supports beyond the universal level. We must dedicate funding to building out school-centric systems of care models that ensure that students and adults have ready access to social-emotional/mental health supports and services. This includes finding ways to mitigate access problems, such as school support personnel shortages and the geographic proximities of care. Furthermore, research on trauma indicates that problems experienced during the pandemic have prolonged impacts; therefore, it will be essential to build a wellness infrastructure that is responsive and sustainable.

3. **Identifying Needs of Underserved Students:** Describe your State’s 2-3 highest priority academic, social, emotional, and/or mental health needs for the remainder of the 2020-2021 school year (if applicable) and for the 2021-2022 school year related to the impact of the COVID-19 pandemic on each of the following student groups:
- i. Students from low-income families,
 - ii. Students from each racial or ethnic group (e.g., identifying disparities and focusing on underserved student groups by race or ethnicity),
 - iii. Gender (e.g., identifying disparities and focusing on underserved student groups by gender),
 - iv. English learners,
 - v. Children with disabilities (including infants, toddlers, children, and youth with disabilities eligible under the Individuals with Disabilities Education Act (“IDEA”)),
 - vi. Students experiencing homelessness,
 - vii. Children and youth in foster care,
 - viii. Migratory students, and
 - ix. Other groups disproportionately impacted by the pandemic that have been identified by the SEA (e.g., youth involved in the criminal justice system, students who have missed the most in-person instruction during the 2019-2020 and 2020-2021 school years, students who did not consistently participate in remote instruction

when offered during school building closures, and LGBTQ+ students).

To the extent possible, this description should include data on indicators such as estimates of the academic impact of lost instructional time,¹ chronic absenteeism, student engagement, and social-emotional well-being.

Complete the table below, adding rows as necessary, or provide a narrative description.

Table A1.

| Student group | Highest priority needs |
|-----------------------------------|---|
| Students from low-income families | <p>Students from low-income families were particularly negatively impacted by the COVID-19 pandemic. More affluent students had access to tools and resources to make remote learning effective and accessible (e.g., reliable and sufficient internet bandwidth, learning pods, nannies/tutors); students from lower-income families did not have these tools and often had additional responsibilities, such as providing supervision to siblings and/or working outside of the home to supplement the family income. Therefore, students from low-income families now require maximum high-quality, in-person instructional opportunities and supplemental supports, such as high-impact tutoring, to facilitate accelerated academic growth and achievement.</p> <p>Students from low-income families are also most significantly impacted by the educator shortage; teacher retention in schools that serve low-income families lags the state average by more than 10 percentage points. Students from low-income families are therefore more likely to experience greater rates of teacher</p> |

¹ For the purposes of the plan, “academic impact of lost instructional time” refers to “learning loss” experienced by students as a result of the COVID-19 pandemic, as referenced in the ARP Act and the CRRSA Act.

| Student group | Highest priority needs |
|---|--|
| | <p>turnover and educator vacancies, both of which are expected to get worse due to the COVID-19 pandemic. These factors will negatively impact student ability to recover from the pandemic.</p> <p>Finally, students from low-income families are more likely than their higher-income peers to have experienced trauma both before and during the COVID-19 pandemic. Recent reports by the Centers for Disease Control and Prevention (CDC) indicate that one in every five (22 percent) of children living below 100 percent of the federal poverty level had a mental, behavioral, or developmental disorder. Additionally, children living in poverty, including those experiencing homelessness, are more likely to carry high Adverse Childhood Experience scores (ACEs), increasing their risk of developmental challenges and poor health and functioning. Children living below the federal poverty level are five times more likely to experience higher ACEs than children living in financially secure environments. Poverty levels not only increase the likelihood that a child will experience trauma, they also affect the likelihood of children getting access to or receiving treatment for anxiety, depression, or behavior problems.</p> |
| Students from each racial or ethnic background used by the State for reporting purposes – please add a row for each racial or ethnic group (e.g., identifying disparities and focusing on | Regarding learning renewal/making up for lost in-person instructional time, attendance data suggests that need may be greatest among Hispanic, Black, and Asian students |

| Student group | Highest priority needs |
|---|---|
| underserved student groups by race/ethnicity) | <p>who together account for more than 48% of the student body in Illinois, but had lower rates of in-person attendance than their peers who are White and represent 47.5% of the student body. Based on March 2021 student attendance data, Hispanic students were marked as present, in-person approximately 8% of the time and Black and Asian students were marked present, in-person approximately 9% of the time while White students were marked present in-person approximately 29% of the time. The decreased access to in-person instruction for students who are Asian, Black, or Hispanic suggests that they could have greater need for learning recovery strategies in the coming school years.</p> <p>Related to the educator shortage, Illinois experiences significant disproportionality with regard to the racial demographics of the teacher workforce relative to those of the student body. The Illinois teacher workforce is 82.3% white, while 52.5% of students are Hispanic (26.6%), Black (16.6%), Asian (5.2%), Two or More Races (3.8%), American Indian (0.3%) or Pacific Islander (0.1%). ISBE recognizes that a robust and diverse teacher workforce will benefit all students, but particularly students of color and is therefore implementing several initiatives aimed at diversifying and strengthening the educator pipeline and addressing the teacher's shortage.</p> <p>The CDC reported that overall access to full-time in-person learning increased for all K–12 students. However, disparities in access to full-</p> |

| Student group | Highest priority needs |
|---------------|--|
| | <p>time in-person learning were apparent by race/ethnicity, geography, and school level. Reduced access to in-person learning is associated with poorer learning outcomes and adverse mental health and behavioral effects in children. Specifically, in Illinois, Hispanic, Black and Asian students who together account for more than 48% of the student body but had lower rates of in-person attendance than their peers who are White and represent 47.5% of the student body. Based on March 2021 student attendance data collected as of May 2021, Hispanic students were marked as present, in-person approximately 8% of the time and Black and Asian students were marked present, in-person approximately 9% of the time while White students were marked present in-person approximately 29% of the time. The decreased access to in-person instruction for students who are Asian, Black, or Hispanic will result in students needing greater access to mental and behavioral health supports. Additionally, compared with 2019, the proportion of mental health–related visits for children aged 5–11 and 12–17 years increased approximately 24%. and 31%, respectively. Furthermore, a survey done among 8,054 K-12 educators in 11 states showed that while teachers believe that professional development and implementing trauma-informed practices is important, only half felt prepared to recognize signs of trauma in their students. Therefore, ISBE has launched a statewide trauma and SEL initiative focused on student and educator well-being. Each district will be provided coaching on how to</p> |

| Student group | Highest priority needs |
|---|---|
| | <p>assess trauma and SEL needs and develop action plans to address accordingly. Further, ISBE will support the development or extension of community partnerships through funding opportunities. These opportunities will seek to prioritize funding to applicants that serve students located in counties, most directly impacted by COVID and those that serve students from districts demonstrating greatest needs as identified by ISBE's evidenced-based funding model. Understanding that students of color and those demographics that have been traditionally disadvantaged have experienced disproportionately negative impacts, ISBE will ensure that the that outcomes in this programming meet the needs of all students.</p> |
| <p>Students by gender – please add a row for each gender (e.g., identifying disparities and focusing on underserved student groups by gender)</p> | <p>Students who do not identify as male or female have greater need for social-emotional learning and supports. Prior to the pandemic, 40 percent of LGBTQ youth had contemplated suicide within a year of being surveyed by the Trevor Project. Over 60 percent of trans-binary youth had reported incidents of self-harm/injury. We recognize that these numbers are troubling and only continue to grow; therefore, we are partnering with the Inclusionary Task Force to develop resource materials and provide guidance on SEL and universal mental health/trauma supports.</p> |
| <p>English learners</p> | <p>Instruction and Resources:</p> |

| Student group | Highest priority needs |
|---------------|--|
| | <p>We will ensure equity and mitigate learning loss by allocating appropriate resources to EL and immigrant students, especially in high-poverty areas.</p> <p>Els will need appropriate language supports for in-school and extended day instruction. It is imperative that we understand that ELs may have had more difficulty learning during remote instruction due to limited access to technology or language barriers. We must conduct outreach to EL and/or migrant students who may not return to school in-person. This includes high school-aged youth who may not intend to return to school.</p> <p>Staffing: We must highlight the need for more multilingual social workers/school counselors. It is important that we address the needs of immigrant and refugee students who have experienced trauma in their home country or during their immigration experience.</p> <p>We are looking into possible incentives for teachers with English as a second language (ESL)/bilingual endorsements who are willing to teach in bilingual programs.</p> <p>We need more opportunities for teachers to receive ESL/bilingual endorsements and for districts to “grow your own” with Educator License with Stipulations (ELS)-Transitional Bilingual Educator (TBE) teachers getting Professional Educator Licenses (PELs) and paraprofessionals working toward becoming licensed teachers.</p> <p>Mental Health / Socio-Emotional Learning:</p> <p>EL/bilingual teachers are experiencing fatigue since there are fewer teachers willing to provide extended school year services. As a result, more EL/bilingual teachers seem to be moving to general education positions because there are fewer demands – exacerbating the teacher shortage.</p> |

| Student group | Highest priority needs |
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| | <p>Culturally and linguistically appropriate counseling/social work and communication for students and families are necessary. We must understand the disproportionately heavy impact of COVID-19 and job loss on many EL/migrant communities.</p> |
| Children with disabilities | <p>Students with disabilities were impacted academically and emotionally by the pandemic. A priority is to allow students to remain in their least restrictive environment despite the significant impacts faced. It is anticipated that some students may require an increase in special education services due to the possible need for more intensive interventions to mitigate learning loss. Placements in separate facilities (e.g., public/private therapeutic day schools, residential placements) to meet the needs of students with disabilities where impacts of the pandemic have significantly impacted students' social and emotional functioning may likely increase.</p> <p>An increase in referrals for special education evaluations may occur. Issues pertaining to the completion of evaluations will arise since the exclusionary factor of "lack of instruction" has been ruled out, as required by regulations. It is anticipated that more referrals for services under the category of emotional disability may occur due to the increased mental health needs.</p> <p>Students with disabilities will be impacted by the shortage of special education personnel. The teacher shortage and fatigue may impact the capability and willingness to work during extended school year, for example. Shortages among social workers, psychologists, and counselors may impact the ability to complete evaluations, as indicated above. We must understand that these personnel have potentially experienced secondary trauma and from the increased demand to focus on SEL needs of students. There could be increases in special education complaints, mediations, and due process issues due to students not</p> |

| Student group | Highest priority needs |
|------------------------------------|--|
| | being served by appropriately trained personnel. |
| Students experiencing homelessness | <p>Our most recent data indicates that we have seen a decline in the number of students being identified as McKinney Vento eligible. This is consistent with what we have heard from other State Coordinators. We attribute this decline to the closure of school buildings. As we begin to collectively reopen, we anticipate a surge in the number of students being identified as McKinney Vento eligible, requiring immediate services. We expect such students to have profound unmet needs, including but not limited to academic, social, emotional, and mental health needs. Additionally, according to the Centers for Disease Control and Prevention (CDC), people experiencing homelessness are particularly vulnerable to COVID19 and may be at increased risk for severe illness.</p> |
| Children and youth in foster care | <p>Extended school and community closures during school years 2020 and 2021 due to COVID-19 greatly limited the opportunity for youth in care to access supportive resources. The full impact of quarantine, social isolation, and the pandemic on youth mental health is yet to be known. However, we anticipate a surge in the behavioral, emotional and mental health needs of youth, especially youth from vulnerable and historically marginalized communities. Recognizing there could potentially be a shortage of counselors or social workers accessible, we will work closely with the Department of Children and Family Services and HFS to find community service providers to meet the immediate needs of students. Additionally we will work with local education agencies to ensure that youth in</p> |

| Student group | Highest priority needs |
|--|--|
| | care have immediate access to wrap around services. |
| Migratory students | <p>We will ensure equity and mitigate learning loss by allocating appropriate resources to EL and immigrant students, especially in high-poverty areas.</p> <p>We will reach out to EL and/or migrant students who may not return to school in person, including high school aged youth who may not intend to return to school.</p> <p>We intend to investigate possible incentives for teachers with bilingual/ESL endorsements who are willing to teach in bilingual programs.</p> <p>We need more opportunities for teachers to receive ESL/bilingual endorsements and for districts to “grow your own” with ELS-TBE teachers getting PELs and paraprofessionals working toward becoming licensed teachers</p> <p>Culturally and linguistically appropriate counseling/social work and communication for students and families are necessary.</p> <p>We must understand the disproportionately heavy impact of COVID-19 and job loss on many EL/migrant communities.</p> <p>It is important that we address the needs of immigrant and refugee students who have experienced trauma in their home country or during their immigration experience.</p> |
| Other groups of students identified by the State (e.g., youth involved in the criminal justice system, students who have missed the most in-person instruction during the 2019-2020 and 2020-2021 school years, students who did not consistently participate in remote instruction when offered during school building closures, LGBTQ+ students) | <p>Regular school attendance is essential for student success. Research has shown a clear connection between chronic absenteeism/truancy and delinquent behavior in youths and adults. For example, a 2007 study of graduation patterns in Chicago Public Schools found that course attendance in eighth grade was eight times more predictive of freshman year course failure than eighth-grade test scores; the study further found that freshman year absences were almost as predictive of graduation within four years as grade point average and course failures. [Allensworth, Elaine M. & John Q. Easton. <i>What Matters for Staying On-Track and Graduating in Chicago Public High Schools: A Close Look at Course Grades, Failures, and Attendance in</i></p> |

| Student group | Highest priority needs |
|---------------|---|
| | <p data-bbox="932 233 1412 401"><i>the Freshman Year</i>. Consortium on Chicago School Research, July 2007, available at https://consortium.uchicago.edu/sites/default/files/2018-10/07%20What%20Matters%20Final.pdf.]</p> <p data-bbox="932 443 1409 743">Unfortunately, extended school and community closures during school years 2020 and 2021 due to COVID-19 greatly reduced students' connection to supportive resources that were, in some cases, integral for student engagement. Consequently, the pandemic has exacerbated student disconnection, enrollment decline, and educational inequities.</p> <p data-bbox="932 785 1419 1766">As Illinois transitions back to full in-person instruction, we have dedicated resources to student and family reengagement, especially for those students who missed the most in-person instruction or did not consistently participate in remote learning. ISBE's fiscal year 2022 budget includes \$11.5 million for funding Truants Alternative and Optional Education Programs (TAOEPs), which include modified instructional programming and services, truancy prevention and intervention services, and part-time or full-time enrollment options to regular school enrollment. TAOEPs are available for students from elementary through high school, up to the age of 21. ISBE's FY 2020 TAOEP grant served 22,359 students, including students classified as truants, chronic truants, dropouts, and potential dropouts. Final numbers are not yet available for FY 2021, but this year's program is expected to serve up to 26,000 students.</p> <p data-bbox="932 1808 1398 1864">In terms of learning renewal, the TAOEP grant will fund a statewide subscription for</p> |

| Student group | Highest priority needs |
|---------------|--|
| | <p>TAOEP students to have free access to Edgenuity, an online curriculum for credit recovery and intervention to close learning gaps. A Regional Office of Education manages the program for ISBE, assists with signing up students, and provides professional development to TAOEP grantees to administer the online curriculum as part of their programs.</p> <p>In addition, Illinois law permits districts to submit applications to open Alternative Learning Opportunities Programs (ALOPs) for students who are not succeeding in a traditional education environment. ALOPs offer a broader range of academic, behavioral, and social/emotional interventions designed to increase achievement levels of these students so they are able to meet the Illinois Learning Standards and complete their education in a safe learning environment. There are 45 ALOPs currently operating in Illinois, and we are now in the process of accepting new applications for school year 2021-22.</p> |

4. Understanding the Impact of the COVID-19 Pandemic: Describe how the SEA will support its LEAs in identifying the extent of the impact of the COVID-19 pandemic on student learning and student well-being, including identifying the groups of students most impacted by the pandemic. Where possible, please identify the data sources the SEA will suggest its LEAs use in thoughtfully diagnosing areas of need, including data on the academic, social, emotional, and mental health impacts of lost instructional time.

The COVID-19 Student Learning Study is/will be a source of information regarding student learning during the pandemic. The statewide report will be available this fall. Education Systems Center at Northern Illinois University has produced a [resource](#) on student well-being. In addition, we have also learned that 70% of districts utilize interim assessments and that the remaining 30% will

be provided with the opportunity to use these. Data resulting from these assessments will be shared in order to gauge areas of learning impact and to align appropriate resources to those areas.

5. School Operating Status: It is essential to have data on how students are learning in order to support the goals of access and equity, especially for student groups that have been disproportionately impacted by the COVID-19 pandemic. Describe the current status of data collection on operational status and mode of instruction of all schools in your State. This description must include:
 - i. A description of to what extent, and how frequently, the State collects now and will collect in the future data for all schools in your State on:
 - a. Mode of instruction: The number of schools in your State that are offering fully remote or online-only instruction; both remote/online and in-person instruction (hybrid model); and/or full-time in-person instruction;
 - b. Enrollment: Student enrollment for all students and disaggregated for each of the student groups described in A.3.i-viii for each mode of instruction; and
 - c. Attendance: Student attendance for all students and disaggregated for each of the student groups described in A.3.i-viii for each mode of instruction.

Enrollment and attendance are collected at the individual student level and can be aggregated into various student groups. Attendance is collected monthly, by student, and is finalized at the end of the school year for the school's Illinois Report Card. Currently, various modes of instruction are captured as percentages of monthly attendance using the present data codes -- in-person, e-learning, and remote. Mode of instruction is not captured within enrollment data collection. This [link](#) portrays the latest in operating modes.

- ii. The data described in A.5.i.a. and b. using the template in Appendix A (and to the extent available, the data described in A.5.i.c.) for the most recent time period available. Please note that this data can be submitted separately within 14 calendar days after a State submits this plan. The SEA must also make this data publicly available on its website as soon as possible but no later than June 21, 2021, and regularly provide updated available information on its website. The Department will periodically review data listed in A.5.i on SEA websites.

The agency does not currently publicly post a report regarding the mode of instruction offered in schools or districts at the student level. The data in the appendices of this document are based on

current/not final student attendance data. This is a different data element than what is “offered” at the student level in schools and districts

- iii. To the extent available, a description of the planned operational status and mode of instruction for the State and its LEAs for Summer 2021 and for the 2021-2022 school year.

Illinois is focused on a safe return to in-person instruction as the operational status and mode of instruction for summer 2021 and the 2021-22 school year. We do not yet know what the guidelines will be when school year 2021-22 starts later this year. The content of this application reflects what the current public health guidelines are, according to the CDC and IDPH. [Revised Public Health Guidance for Schools](#) released by ISBE and IDPH on March 9, 2021, specifically supports the return to in-person instruction as soon as practicable in every Illinois community. ISBE has continued to strongly encourage districts to return as many students as possible to safe in-person learning through written and spoken communication efforts since the release of the guidance in March. At present, 47 percent of Illinois public school districts are offering full in-person learning, 50% of districts are offering a hybrid model consisting of some in-person and some remote learning, and only 3 percent of districts remain fully remote.

On May 19, 2021, the Illinois State Board of Education unanimously adopted a Resolution Supporting In-Person Learning that supports the Illinois State Superintendent of Education Dr. Carmen I. Ayala in making the following declaration after the conclusion of the current academic school year, subject to favorable public health conditions at that time: Beginning with the 2021-22 school year, all schools must resume fully in-person learning for all student attendance days, provided that, pursuant to [105 ILCS 5/10-30](#) and [105 ILCS 5/34-18.66](#), remote instruction be made available for students who are not eligible for a COVID-19 vaccine and are under a quarantine order by a local public health department or the Illinois Department of Public Health. Districts are encouraged to review the [Resolution Supporting In-Person Instruction Questions and Answers](#) document for more detailed information and alternate options and eligibilities for remote programming.

B. Safely Reopening Schools and Sustaining their Safe Operations

The Department recognizes that safely reopening schools and sustaining their safe operations to maximize in-person instruction is essential for student learning and student well-being, and especially for being able to address the educational inequities that have been worsened

by the COVID-19 pandemic. In this section, SEAs will describe how they will support their LEAs in this vital area.

1. **Support for LEAs:** Describe how the SEA will support its LEAs in safely returning to in-person instruction and sustaining the safe operation of schools. This description must include:
 - i. How the SEA will support its LEAs implementing, to the greatest extent practicable, prevention and mitigation policies in line with the most up-to-date guidance from the Centers for Disease Control and Prevention (“CDC”) for the reopening and operation of school facilities to effectively maintain the health and safety of students, educators, and other staff;

Complete the table below, adding rows as necessary, or provide a narrative description.

Table B1.

| Mitigation strategy | SEA response |
|--|--|
| Universal and correct wearing of masks | It is anticipated that universal masking will continue to be a recommendation of the CDC and the IDPH for the foreseeable future. ISBE and IDPH intend to require the use of masks until it is no longer recommended. This is currently a required component of in-person instruction in Illinois. |
| Physical distancing (e.g., including use of cohorts/podding) | Current physical distancing requirements while at school in Illinois is a minimum of 3 feet. We will continue to follow the guidelines prescribed by IDPH as we move into the summer and the next school year. This is currently a required component of in-person instruction in Illinois. |
| Handwashing and respiratory etiquette | This is currently a required component of in-person instruction in Illinois. |
| Cleaning and maintaining healthy facilities, including improving ventilation | This is currently a required component of in-person instruction in Illinois. |
| Contact tracing in combination with isolation and quarantine, in collaboration | This is currently a required component of in-person instruction in Illinois. |

| Mitigation strategy | SEA response |
|--|--|
| with the State, local, territorial, or Tribal health departments | |
| Diagnostic and screening testing | <p>Illinois currently offers BinaxNOW testing free of charge to majority low-income districts. Further, Illinois offers covidSHIELD testing to high schools in the following manner:</p> <ul style="list-style-type: none"> A. Evidence-Based Funding (EBF) Tier 1 and 2 Districts: Free of charge, including a complete waiver of start-up costs and test fees. B. EBF Tier 3 and 4 Districts: Reduced rate per test fee. <p>Illinois also is seeking to expand its use of both tests under federal funds received by IDPH from the CDC to increase access and availability into next school year.</p> <p>Finally, Illinois has one district in the federal Increased Access to Testing in Schools program.</p> |
| Efforts to provide vaccinations to educators, other staff, and students, if eligible | <p>Efforts are underway in earnest to vaccinate entire school communities, including teachers, staff and eligible students. Communications on vaccinations, accessibility, and efficacy have been released and will continue to be</p> |

| Mitigation strategy | SEA response |
|--|---|
| | updated and provided to schools into next school year. |
| Appropriate accommodations for children with disabilities with respect to the health and safety policies | <p data-bbox="1073 296 1411 1094">Our Revised Public Health Guidance (March 9 2021) and the current IDPH Frequently Asked Questions for Schools document (March 16, 2021) outline that “students with Individual Education Programs or 504 Plans who are unable to wear a face mask or face shield due to a medical contraindication may not be denied access to an in-person education if the school is offering in-person education to other students.” In such cases, the individual is required to provide documentation from their health care provider.</p> <p data-bbox="1073 1136 1411 1816">Accommodations outlined in these documents may include wearing a face shield in lieu of a face covering while strictly maintaining social distancing, using additional appropriate personal protective equipment based on job specific duties for staff working with students with a medical contraindication to the wearing of a face covering, adherence to social distancing by other staff and students, and consulting with local</p> |

| Mitigation strategy | SEA response |
|---------------------|----------------------------|
| | public health departments. |

- ii. Any Statewide plans, policies, estimated timelines, and specific milestones related to reopening and operation of school facilities, including any mechanisms the SEA will use to track, monitor, or enforce their implementation;

On May 19, 2021, the Illinois State Board of Education unanimously adopted a Resolution Supporting In-Person Learning that supports Illinois State Superintendent of Education Dr. Carmen I. Ayala in making the following declaration after the conclusion of the current academic school year, subject to favorable public health conditions at that time: Beginning with the 2021-22 school year, all schools must resume fully in-person learning for all student attendance days, provided that, pursuant to 105 ILCS 5/10-30 and 105 ILCS 5/34-18.66, remote instruction be made available for students who are not eligible for a COVID-19 vaccine and are under a quarantine order by a local public health department or the Illinois Department of Public Health.

- iii. To what extent the SEA and its LEAs consult with Federal, State, and local health officials. This description should include, if available, whether the SEA and its LEAs have received support for screening testing from their State or local health department based on funding awarded by the CDC; and

ISBE has worked closely with IDPH on all topics related to COVID-19. This includes the development of public health requirements for schools for in-person instruction, testing availability, and vaccinations. Our partnership with IDPH has allowed all Illinois districts that have high school enrollment to now have access to SHIELD Illinois — the University of Illinois’ innovative polymerase chain reaction saliva test. The test has a U.S. Food and Drug Administration emergency use authorization for both asymptomatic and symptomatic individuals and, therefore, can be used for surveillance, screening, and diagnostic purposes. The Illinois Department of Public Health is providing the test — along with a trained third party to collect the test — at no cost to high schools in EBF Tiers 1 and 2 and at a subsidized rate to high schools in Tiers 3 and 4. School districts also have free access to

Abbott's BinaxNOW rapid test through the state and/or local public health departments. This test, which is authorized for emergency use, is performed on site with results available in 15 minutes. Many school districts have found success using these tests for symptomatic students and for surveilling the overall health of the school community. We are also working with IDPH to utilize CDC funds to expand the existing testing program on a weekly basis.

- iv. Any guidance, professional learning, and technical assistance opportunities the SEA will make available to its LEAs.

ISBE has consistently posted [guidance, requirements, best practices and resource documents](#) and will continue to do so.

- 2. Safe Return to In-Person Instruction and Continuity of Services Plans: Describe how the SEA will ensure that its LEAs that receive ARP ESSER funds meet the requirements in section 2001(i) of the ARP Act and the requirements relating to the ARP ESSER funds published in the Federal Register and available at <https://oese.ed.gov/offices/american-rescue-plan/american-rescue-plan-elementary-and-secondary-school-emergency-relief/> (ARP ESSER requirements) to either: (a) within 30 days of receipt of the funds, develop and make publicly available on the LEA's website a plan for the safe return to in-person instruction and continuity of services, or (b) have developed and made publicly available on the LEA's website such a plan that meets statutory requirements before the enactment of the ARP Act, including:
 - i. How the SEA will ensure that each LEA plan includes, or will be modified to include, the extent to which it has adopted policies and a description of any such policies on each of the strategies listed in table B1;
 - ii. How the SEA will ensure that each LEA plan describes how it will ensure continuity of services including but not limited to services to address the students' academic needs, and students' and staff social, emotional, mental health, and other needs, which may include student health and food services;
 - iii. How the SEA will ensure that the LEA periodically reviews, no less frequently than every six months for the duration of the ARP ESSER grant period (i.e., through September 30, 2023),² and revises as appropriate, its plan, and how the SEA will ensure that the LEA seeks public input, and takes such input into account on (1) whether revisions are necessary and, if so, (2) the revisions to the plan; and
 - iv. Describe, to the extent the SEA collects it, information about LEA implementation, to the greatest extent practicable, of each element of

² ARP ESSER funds are subject to the Tydings amendment in section 421(b) of the General Education Provisions Act, 20 U.S.C. 1225(b), and are therefore available to SEAs and LEAs for obligation through September 30, 2024. Review and revisions of these plans, if necessary, are not required during the Tydings period.

the most up-to-date CDC guidance listed in table B1 and its LEAs' needs for support and technical assistance to implement strategies consistent, to the greatest extent practicable, with relevant CDC guidance.

The Illinois State Board of Education will require, in accordance with the requirements in Section 2001(i) of the ARP Act and the requirements relating to the ARP ESSER funds published in the Federal Register, that all Local Education Agencies will within 30 days of accepting an ARP ESSER award make publicly available their reopening plan. LEAs will agree to this as part of their assurances when applying for ARP ESSER funds. ISBE will inform them, in writing, of all required information that must be included in the Safe Return to In-Person Instruction and Continuity of Service Plans. LEAs will provide the URL of their plan to ISBE within 30 days. ISBE will inform them, in writing, of all required information that must be included in the Safe Return to In-Person Instruction and Continuity of Service Plans

C. Planning for the Use and Coordination of ARP ESSER Funds

The Department recognizes that seeking input from diverse stakeholders is essential to developing plans for the use of ARP ESSER funds that are responsive to the needs of students, families, and educators. In this section, SEAs will describe their plans for consultation and for coordinating the use of ARP ESSER funds with other resources to meet the needs of students.

1. SEA Consultation: Consistent with the ARP ESSER requirements, describe how the SEA engaged in meaningful consultation with stakeholders, and incorporated input into its plan, including, but not limited to:
 - i. students;
 - ii. families;
 - iii. Tribes (if applicable);
 - iv. civil rights organizations (including disability rights organizations);
 - v. school and district administrators (including special education administrators);
 - vi. superintendents;
 - vii. charter school leaders (if applicable);
 - viii. teachers, principals, school leaders, other educators, school staff, and their unions; and
 - ix. stakeholders representing the interests of children with disabilities, English learners, children experiencing homelessness, children and youth in foster care, migratory students, children who are incarcerated, and other underserved students.

The description must include how the SEA provided the public the opportunity to provide input in the development of the plan, a summary of the input (including any letters of support), and how the SEA took such input into account.

ISBE has engaged in extensive meaningful consultation with stakeholders throughout the COVID-19 pandemic. That interaction has informed – and will continue to inform -- our ARP ESSER plan. Our consultation is built on existing outreach and planning efforts the agency undertook throughout 2019 and 2020. This outreach included stakeholders and organizations representing charter school leadership, stakeholders representing the interests of children with disabilities, English learners, homeless children, children in foster care, migratory children, incarcerated youth, and underserved students.

First, ISBE adopted a new Strategic Plan in 2020 that serves as a roadmap for Illinois public schools through school year 2022-23. The plan is focused on three areas -- student learning, learning conditions, and elevating educators. These goals are held together by four principles that guide our work at ISBE – equity, quality, collaboration, and community – and our responsibility to tirelessly pursue educational equity for all of our students in all of our classrooms, schools, and districts.

ISBE led seven in-person stakeholder engagement sessions across the state that were open to the public during the development of the Strategic Plan in 2019. These sessions were held at the St. Clair County Regional Office of Education, Regional Office of Education #11 in Charleston, Carbondale Middle School, DuPage Regional Office of Education, Governors State University, Springfield School District 186, and the Rodolfo Lozano Bilingual and International Center in Chicago. The Lozano engagement session was offered in Spanish, the first time ISBE has ever done such an event in that fashion. More than 200 stakeholders, including teachers, administrators, families, students, policymakers, and community members attended these sessions shared feedback on the Strategic Plan.

ISBE also designed and shared a stakeholder survey on its website to gather feedback pertaining to the Strategic Plan. ISBE received nearly 190 survey responses from a number of stakeholders. The survey was open to a wide population which included stakeholders and organizations representing charter school leadership, stakeholders representing the interests of children with disabilities, English learners, homeless children, children in foster care, migratory children, incarcerated youth, and underserved students. ISBE staff led four internal focus groups and conducted numerous external focus groups with stakeholders during the process. Stakeholder groups included, but were not limited to, the Management Alliance, the Illinois Education Association, the Illinois Federation of Teachers, regional superintendents, other advocates for education in Illinois.

The final Strategic Plan includes several strategies that respond directly to the impacts COVID-19. The specific strategies include: supporting best practices and continuous quality improvement, including an emphasis on equity and diversity in order to support student learning while also addressing remote and blended

learning; assisting districts in addressing COVID-19’s impact on learning by providing supports around Priority Learning Standards; expanding literacy on the utilization of assessment and on assessment data to accurately identify learning gains, achievement gaps, and COVID-19’s impact on learning; supporting schools to address the social and emotional needs of students, educators, and staff impacted by COVID-19 by providing them with high-quality professional development; and supporting educator retention by leveraging partnerships that will provide access to coaching, mentoring, and teacher leadership opportunities, which include remote and blended pedagogy, as well as culturally responsive teaching practices.

Additionally, the Illinois P-20 Council, a body composed of members appointed by the Governor representing business leaders, local government, university administrators, school boards, unions, nonprofits, teachers, faculty, independent colleges, and parents, released the [Learning Renewal Resource Guide](#) in early 2021. The guide highlights a set of opportunities to invest in learning renewal and support our students, educators, and broader community in these unprecedented times.

The content of the P20- Council Learning Renewal Resource Guide reflects evidence-based research grounded in an Illinois context, insights from focus groups, and information gleaned from the many impactful steps that have already been taken to support students. It includes voices and perspectives from 300-plus educators, students, and administrators, in addition to a whole host of other stakeholders. Pages [10 and 11](#) of the guide further detail our deep collaboration with the field. The P-20 Council is continuing to accept feedback and insights via an email address and a survey.

- 2. Coordinating Funds: Describe to what extent the SEA has and will coordinate Federal COVID-19 pandemic funding and other Federal funding. This description must include:
 - i. How the SEA and its LEAs 1) are using or have used prior to the submission of this plan and 2) plan to use following submission of this plan, Federal COVID-19 funding under the Coronavirus Aid, Relief, and Economic Security (“CARES”) Act and the CRRSA Act to support a safe return to and safely maximize in-person instruction, sustain these operations safely, and address the disproportionate impact of the COVID-19 pandemic on individual student groups (including students from low-income families, children with disabilities, English learners, racial or ethnic minorities, students experiencing homelessness, children and youth in foster care, and migratory students);

Complete the table below or provide a narrative description.

Table C1.

| Funding source | Prior/current SEA and LEA uses (including funding amounts, if applicable) | Planned SEA and LEA uses (including funding amounts, if applicable) |
|---------------------|--|---|
| ESSER I (CARES Act) | <p>The Elementary and Secondary Act (ESEA) of 1965 consolidated grant application (Title I, II, and IV) currently allows for pseudo- blending (funds lose specific identity) and braiding (maintain the award-specific identity) of Title I, II, and IV. The district and grant reviewer view the blended funds in the application; however, the funds maintain their identity in the Financial Reimbursement Information System (FRIS). The district can braid other funding streams in the comprehensive, depending on the activity.</p> <ul style="list-style-type: none"> • Grants to LEA (\$513,573,040) • SEA Activities (\$555,919,900): (Digital Equity Formula [\$40,050,29 | <p>Continue to allow braiding (maintain the award-specific identity) of federal funds. In order to braid (maintain the award-specific identity) other funds, the current grant application could be changed to add other federal funding sources. To braid a comprehensive plan, the LEA would need to focus on describing the activity and specific activity points of when funding starts/ends.</p> |

| Funding source | Prior/current SEA and LEA uses (including funding amounts, if applicable) | Planned SEA and LEA uses (including funding amounts, if applicable) |
|--------------------|---|---|
| | <p>8]; Virtual Coaching [\$6,500,000]; DoIT IGA [\$5,000,000]; Learning Technology Center/ROE #9 [\$225,827]; Profession Development [\$1,296,439]</p> <ul style="list-style-type: none"> • Administration (\$2,847,336); ISBE Administration [\$2,498.595]; Early Childhood [\$348,741] | |
| GEER I (CARES Act) | <p>GEER I funds were utilized to support PK-12 educational recovery from COVID-19 through the following initiatives:</p> <ul style="list-style-type: none"> • Early Childhood Grants (\$10 million) • Digital Divide | <p>Programs funded by GEER I are largely complete at this time.</p> |

| Funding source | Prior/current SEA and LEA uses (including funding amounts, if applicable) | Planned SEA and LEA uses (including funding amounts, if applicable) |
|----------------------|--|--|
| | Grants (\$40 million) Student Care Department (\$2.5 million) | |
| ESSER II (CRRSA Act) | <p>The ESEA of 1965 consolidated grant application (Title I, II, and IV) currently allows for pseudo- blending (funds lose specific identity) and braiding (maintain the award-specific identity) of Title I, II, and IV. The district and grant reviewer view the blended funds in the application; however, the funds maintain their identity in FRIS. The district can braid other funding streams in the comprehensive plan, depending on the activity.</p> <ul style="list-style-type: none"> Grants to LEA (\$2,025,724, 402) <p>SEA Activities</p> | <p>Continue allowing braiding (maintain the award-specific identity) of federal funds. In order to braid (maintain the award-specific identity) other funds, the current grant application could be changed to add other federal funding sources. To braid a comprehensive plan, the LEA would need to focus on describing the activity and specific activity points of when funding starts/ends.</p> <p>SEA Activities (\$213,826,465): Student Learning [\$7.3]; Learning Condition [\$11.5]; Elevating Educators [\$7.3]; Non-Title I Allocations [\$2.5]; Digital Divide [\$52.2M]; Interim Assessment [\$35M]; Mental Health Professional</p> |

| Funding source | Prior/current SEA and LEA uses (including funding amounts, if applicable) | Planned SEA and LEA uses (including funding amounts, if applicable) |
|-----------------------|--|--|
| | | Development [\$58M]; High-Impact Tutoring [\$25M]; Bridge Programs [\$15M] |
| GEER II (CRRSA Act) | <p>GEER II funding was utilized to support PK-12 educational recovery from COVID-19 through the following initiatives:</p> <p>Learning Renewal Office (\$736,332)</p> <p>Longitudinal Data System 2.0 (\$500,000)</p> <p>Early Childhood Grants (\$23,167,906)</p> | Programs funded by GEER II are in implementation phase. |

- ii. To what extent ESSER I and ESSER II funds have been awarded to LEAs and, if funds have not yet been made available to LEAs, when they will be. In addition, please provide any available information on the total dollar amounts of ESSER I and ESSER II funds that have been obligated but not expended by the SEA and its LEAs, including whether the SEA is able to track LEA obligations.

| Awarded to LEAs (90%) | |
|-----------------------|---------------|
| Funding Source | Amount |
| ESSER I | \$513,547,318 |

| | |
|-------------|-----------------|
| ESSER II | \$2,025,724,402 |
|-------------|-----------------|

*all funds have been made available to the LEAs

| Funding Source | Sum of Award Amount | Available |
|----------------|---------------------|---------------|
| ESSER I | \$569,467,218 | \$0 |
| ESSER II | \$2,250,804,891 | \$776,385,636 |

* The above funding chart as of 6/10/2021 – this includes total award includes LEA and SEA set aside. The SEA can track LEA obligation through the FRIS system.

- iii. In supporting LEAs as they plan for the safe return to and continuity of in-person instruction and for meeting the academic, social, emotional, and mental health needs of students resulting from the COVID-19 pandemic, the extent to which the SEA is also using other Federal funding sources including but not limited to under the Elementary and Secondary Education Act of 1965 (“ESEA”), IDEA, Workforce Innovation and Opportunity Act (“WIOA”), funding for child nutrition services, and McKinney-Vento Homeless Assistance Act, and the funds to support the needs of students experiencing homelessness provided by section 2001(b)(1) of the ARP Act.³

ISBE is working with its existing McKinney-Vento subgrantees and community partners to bolster efforts to meet the needs of homeless students as we plan a return to in-person instruction.

Additionally, ISBE is engaged in ongoing, collaborative cross-departmental discussions regarding the best ways to blend and braid federal funds to maximize impact. Title IV Part B funds have been used to provide social and emotional support to 21st CCLC grantees.

³ Please note that the needs of students experiencing homelessness must be addressed (along with the other groups disproportionately impacted by the COVID-19 pandemic) through the use of the ARP ESSER SEA reservations and the required LEA reservation for the academic impact of lost instructional time; the funding provided to support the needs of students experiencing homelessness by section 2001(b)(1) of the ARP Act is in addition to the supports and services provided with ARP ESSER funds.

D. Maximizing State-Level Funds to Support Students

The Department recognizes that States have an extraordinary opportunity to address the disproportionate impact of the COVID-19 pandemic on underserved students through the ARP Act's required State set-asides to address the academic impact of lost instructional time, provide summer learning and enrichment programs, and provide comprehensive afterschool programs. In this section, SEAs will describe their evidence-based strategies for these resources.

1. Academic Impact of Lost Instructional Time: Describe how the SEA will use the funds it reserves under section 2001(f)(1) of the ARP Act (totaling not less than 5 percent of the State's total allocation of ARP ESSER funds) on evidence-based interventions to address the academic impact of lost instructional time by supporting the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs, and ensure that such interventions respond to students' academic, social, emotional, and mental health needs. The description must include:
 - i. A description of the evidence-based interventions (e.g., providing intensive or high-dosage tutoring, accelerating learning) the SEA has selected, and the extent to which the SEA will evaluate the impact of those interventions on an ongoing basis to understand if they are working;
 - ii. How the evidence-based interventions will specifically address the disproportionate impact of COVID-19 on certain groups of students, including each of the student groups listed in question A.3.i.-viii. When possible, please indicate which data sources the SEA will use to determine the impact of lost instructional time; and
 - iii. The extent to which the SEA will use funds it reserves to identify and engage 1) students who have missed the most in-person instruction during the 2019-2020 and 2020-2021 school years; and 2) students who did not consistently participate in remote instruction when offered during school building closures.

To address the impact of lost instructional time, ISBE will use the funds it reserves under Section 2001(f)(1) of the ARP Act (totaling not less than 5 percent of the state's total allocation of ARP ESSER funds) to provide an equity-based allocations to all LEAs, including non-title 1 LEA's, Regional Offices of Education, and Special Education Cooperatives. Entities are required to use these funds for the specific use of evidence-based interventions to address the academic impact of lost instructional time in their local communities in the amount of \$214,285,715. Entities will use these funds strictly to implement evidence-based interventions. As part of the application process and a condition of funding, ISBE requires

each entity to describe the evidence-based intervention(s) it has selected, how the LEA will evaluate the impact of those interventions on an ongoing basis to determine if they are working, how the evidence-based interventions will specifically address the disproportionate impact of COVID-19 on certain groups of students, and the extent to which the LEA will use these funds to identify and engage both students who have missed the most in-person instruction and students who did not consistently participate in remote instruction.

In addition, \$500,000 will be made available for grants to Regional Offices of Education to continue supporting the Curriculum Evaluation Tool & Priority Learning Standards PD initiated during the pandemic.

\$12,000,000 will be used to implement a High Impact Tutoring program where tutors will be identified and paid a stipend through a regional structure created by universities and community colleges.

Finally, \$25,463,688 will be allocated to special education cooperatives using a per pupil allocation, considering the percentage of adequacy of member districts. They will use the funds with the strict direction to implement evidence-based interventions. As part of the grant process and a condition of funding, ISBE requires each special education cooperative to describe the evidence-based interventions it has selected, how they will evaluate the impact of those interventions on an ongoing basis to determine if they are working, how the evidence-based interventions will specifically address the disproportionate impact of COVID-19 on certain groups of students including, and the extent to which they will use funds to identify and engage both students who have missed the most in-person instruction and students who did not consistently participate in remote instruction.

The total amount of state funds reserved for this activity is \$252,749,403, which is equal to 5% of the total state reserve.

2. Evidence-Based Summer Learning and Enrichment Programs: Describe how the SEA will use the funds it reserves under section 2001(f)(2) of the ARP Act (totaling not less than 1 percent of the State's total allocation of ARP ESSER funds) for evidence-based summer learning and enrichment programs, including those that begin in Summer 2021, and ensure such programs respond to students' academic, social, emotional, and mental health needs. The description must include:

- i. A description of the evidence-based programs that address the academic, social, emotional, and mental health needs of students (e.g., providing intensive or high-dosage tutoring, accelerating learning) the SEA has selected, and the extent to which the SEA will evaluate the impact of those programs;

To address evidenced-based summer learning and enrichment programs, ISBE will use the funds it reserves under Section 2001(f)(1) of the ARP Act (totaling not less than 1 percent of the state's total allocation of ARP ESSER funds) to provide an equity-based allocations to all LEAs, including non-title 1 LEA's, Regional Offices of Education, and Special Education Cooperatives. Entities are required to use these funds for the specific purpose of evidence-based interventions to address summer learning and enrichment programs in their local communities.

LEA's will use the funds with the strict direction to implement evidence-based interventions aligned to summer learning and enrichment programs. As part of the application process and a condition of funding, ISBE requires each and all LEA's to describe the evidence-based intervention(s) it has selected, how the LEA will evaluate the impact of those interventions on an ongoing basis to determine if they are working, how the evidence-based interventions will specifically address the disproportionate impact of COVID-19 on certain groups of students, and the extent to which the LEA will use these funds to identify and engage both students who have missed the most in-person instruction and students who did not consistently participate in remote instruction. LEA's will receive an allocation in the amount of \$42,857,142.

Special education cooperatives will be allocated \$7,692,739 using a per pupil allocation, considering the percentage of adequacy of member districts. They will use the funds strictly to implement evidence-based interventions aligned to summer learning and enrichment programs. As part of the grant process and a condition of funding, ISBE requires each special education cooperative to describe the evidence-based intervention(s) it has selected, how they will evaluate the impact of those interventions on an ongoing basis to determine if they are working, how the evidence-based interventions will specifically address the disproportionate impact of COVID-19 on certain groups of students, and the extent to which they will use funds to identify and engage both students who have missed the most in-person instruction and students who did not consistently participate in remote instruction.

The total amount of state funds reserved for this activity is \$50,549,881 which is equal to 1% of the total state reserve.

- ii. How the evidence-based programs will specifically address the disproportionate impact of COVID-19 on certain groups of students, including each of the student groups listed in question A.3. i.--viii. When possible, please indicate which data sources the SEA will use to identify students most in need of summer learning and enrichment programs; and

ISBE will utilize homeless counts, attendance data, health submission data, and culture and climate survey results to identify and target groups disproportionately impacted by COVID-19. While ISBE works internally to analyze data, staff will also be working in conjunction with statewide partners to have districts conduct a needs assessment and develop an action plan that addresses such needs. Staff will then merge the two sets of information and deploy resources, as needed.

- iii. The extent to which the SEA will use funds it reserves to identify and engage 1) students who have missed the most in-person instruction during the 2019-2020 and 2020-2021 school years; and 2) students who did not consistently participate in remote instruction when offered during school building closures.

ISBE requires all entities receiving state reserve funds to describe the evidence-based interventions it has selected, how they will evaluate the impact of those interventions on an ongoing basis to determine if they are working, how the evidence-based interventions will specifically address the disproportionate impact of COVID-19 on certain groups of students including the extent to which they will use funds to identify and engage both students who have missed the most in-person instruction and students who did not consistently participate in remote instruction.

- 3. Evidence-Based Comprehensive Afterschool Programs: Describe how the SEA will use the funds it reserves under section 2001(f)(3) of the ARP Act (totaling not less than 1 percent of the State's total allocation of ARP ESSER funds) for evidence-based comprehensive afterschool programs (including, for example, before-school programming), and ensure such programs respond to students' academic, social, emotional, and mental health needs. The description must include:

- i. A description of the evidence-based programs (e.g., including partnerships with community-based organizations) the SEA has

selected, and the extent to which the SEA will evaluate the impact of those programs;

To address evidenced-based comprehensive afterschool programs, ISBE will use the funds it reserves under Section 2001(f)(1) of the ARP Act (totaling not less than 1 percent of the state's total allocation of ARP ESSER funds) to provide an equity-based allocations to all LEAs, including non-title 1 LEA's, Regional Offices of Education, and Special Education Cooperatives. Entities are required to use these funds for the specific purpose of evidence-based interventions to address comprehensive afterschool programs in their local communities.

LEA's will use the funds with the strict direction to implement evidence-based interventions aligned to comprehensive after school programs. As part of the grant process and a condition of funding, ISBE requires each and all LEA's to describe the evidence-based intervention(s) it has selected, how the LEA will evaluate the impact of those interventions on an ongoing basis to determine if they are working, how the evidence-based interventions will specifically address the disproportionate impact of COVID-19 on certain groups of students, and the extent to which the LEA will use funds it reserves to identify and engage both students who have missed the most in-person instruction and students who did not consistently participate in remote instruction. LEA's will receive an allocation in the amount of \$42,857,142.

Special education cooperatives will be provided \$7,692,739 using a per pupil allocation, considering the percentage of adequacy of member districts. They will use the funds with the strict direction to implement evidence-based interventions aligned to comprehensive after school programs. As part of the grant process and a condition of funding, ISBE requires each special education cooperative to describe the evidence-based intervention(s) it has selected, how they will evaluate the impact of those interventions on an ongoing basis to determine if they are working, how the evidence-based interventions will specifically address the disproportionate impact of COVID-19 on certain groups of students, and the extent to which they will use funds it reserves to identify and engage both students who have missed the most in-person instruction and students who did not consistently participate in remote instruction.

The total amount of state funds reserved for this activity is \$50,549,881 which is equal to 1% of the total state reserve.

- ii. How the evidence-based programs will specifically address the disproportionate impact of COVID-19 on certain groups of students, including each of the student groups listed in question A.3.i.-viii. When possible, please indicate which data sources the SEA will use to identify students most in need of comprehensive afterschool programming; and

ISBE will provide statewide training on the Trauma Responsive School Assessment (TRS-A). Trainers will then work with school districts to identify their needs and develop an action plan to address such needs. Running parallel to this, ISBE will work with external partners to identify communities of practice providers who can provide evidenced based supports and trainings to districts. Areas of focus will include racism & equity (incl. anti-racism), family and community engagement, youth voice, restorative Practices, Tier II evidence-based programming, and Tier I SEL for students and educators.

Additionally, ISBE will provide for community partnership grants in which funding will be utilized to create or further develop an existing partnership between school districts, community health providers, and community-based organizations to meet the needs of the whole child. Embedded within each of these initiatives is a continuous improvement evaluation component that will enable ISBE to assess and adjust programming to meet the dynamic needs of students as we come out of the pandemic.

- iii. the extent to which the SEA will use funds it reserves to identify and engage 1) students who have missed the most in-person instruction during the 2019-2020 and 2020-2021 school years; and 2) students who did not consistently participate in remote instruction when offered during school building closures.

ISBE requires all entities receiving state reserve funds to describe the evidence-based interventions it has selected, how they will evaluate the impact of those interventions on an ongoing basis to determine if they are working, how the evidence-based interventions will specifically address the disproportionate impact of COVID-19 on certain groups of students including, and the extent to which they will use funds to identify and engage both

students who have missed the most in-person instruction and students who did not consistently participate in remote instruction.

4. Emergency Needs: If the SEA plans to reserve funds for emergency needs under section 2001(f)(4) of the ARP Act to address issues responding to the COVID-19 pandemic, describe the anticipated use of those funds, including the extent to which these funds will build SEA and LEA capacity to ensure students' and staff's health and safety; to meet students' academic, social, emotional, and mental health needs; and to use ARP ESSER funds to implement evidence-based interventions.

ISBE plans to use the state reserve funds not already designated for lost instructional time (5%), comprehensive after school programs (1%), and summer learning and enrichment (1%) to support schools across the state. A total of \$126,374,700 will be spent in the following areas:

- \$3,391,979 will be allocated to non-Title I Eligible schools on a per pupil of \$142 per student
- \$52,000,000 will be provided to bridge the digital divide. LEA's will receive an allocation using a formula that provides additional funds to districts furthest from adequacy and in consideration of their technology needs.
- \$9,000,000 will be made available to support the administration of interim assessments to LEA's that do not have these types of assessments.
- \$1,200,000 in competitive grants will be made available to eligible entities to provide mentoring services to all new principals in the state.
- \$1,000,000 in competitive grants will be made available to eligible entities to support Affinity groups. The purpose of the Affinity groups is to close the gap of our minority teachers employed within the state through retention.
- \$50,000,000 in competitive grants will be made available to schools and community-based organizations to create Community Partnerships to support the social emotional and mental health needs of students and staff. Priority will be given to those applicants proposing to serve districts in counties most greatly impacted by COVID-19
- \$9,682,721 in competitive grants will be made available to eligible entities to increase the educator and school personnel pipeline.

E. Supporting LEAs in Planning for and Meeting Students' Needs

The Department recognizes that the safe return to in-person instruction must be accompanied by a focus on meeting students' academic, social, emotional, and mental health needs, and by

addressing the opportunity gaps that existed before – and were exacerbated by – the pandemic. In this section, SEAs will describe how they will support their LEAs in developing high-quality plans for LEAs’ use of ARP ESSER funds to achieve these objectives.

1. LEA Plans for the Use of ARP ESSER Funds: Describe what the SEA will require its LEAs to include in LEA plans consistent with the ARP ESSER requirements for the use of ARP ESSER funds, how the SEA will require such plans to be made available to the public, and the deadline by which the LEA must submit its ARP ESSER plan (which must be a reasonable timeline and should be within no later than 90 days after receiving its ARP ESSER allocation). The LEA plans must include, at a minimum:
 - i. The extent to which and how the funds will be used to implement prevention and mitigation strategies that are, to the greatest extent practicable, in line with the most recent CDC guidance, in order to continuously and safely operate schools for in-person learning;
 - ii. How the LEA will use the funds it reserves under section 2001(e)(1) of the ARP Act (totaling not less than 20 percent of the LEA’s total allocation of ARP ESSER funds) to address the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs;
 - iii. How the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act; and
 - iv. How the LEA will ensure that the interventions it implements, including but not limited to the interventions under section 2001(e)(1) of the ARP Act to address the academic impact of lost instructional time, will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students disproportionately impacted by the COVID-19 pandemic, including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children and youth in foster care, and migratory students.

The Illinois State Board of Education will support LEAs in the crafting of their plans for the use of ARP ESSER funds. LEAs are required to fill out an application as part of creating their plan. The following questions will help LEAs through the planning process:

- How will be ARP ESSER funds be used by your district to implement prevention and mitigation strategies that are, to the greatest extent practicable, in line with the most recent CDC guidance so that schools can be continuously and safely operated for in-person learning?

- How will your district use the funds it reserves under Section 2001(e)(1) of the ARP Act (totaling not less than 20 percent of the LEA's total allocation of ARP ESSER funds) to address the academic impact of lost instructional time through the implementation of evidenced based interventions such as summer enrichment, extended day or extended school year programs, or comprehensive after-school programs? Please refer to the [P-20 Council Learning Renewal Resource Guide](#) as a tool to assist in your response.
- How will your district spend its remaining ARP ESSER funds consistent with Section 2001(e)(2) of the ARP Act?
- How will your district ensure that the interventions it implements, including, but not limited to, the interventions under Section 2001(e)(1) of the ARP Act, address the academic impact of lost instructional time? How will such interventions address the academic, social, emotional, and mental health needs of all students, particularly those students disproportionately impacted by the COVID-19 pandemic (including students from low-income families, students of color, ELs, children with disabilities, students experiencing homelessness, children and youth in foster care, and migratory students)?
- How will your district engage in meaningful consultation with stakeholders?
- How will your district provide the public with opportunities to provide input in the development of the district plan for the use of ARP ESSER funds and take such input into account?
- How will your district use ARP ESSER funds to identify, re-engage, and support students most likely to have experienced the impact of lost instructional time on student learning?
- How will your district allocate funding both to schools and for districtwide activities based on student need?
- How will your district implement an equitable and inclusive return to in-person instruction? An inclusive return to in-person instruction includes, but is not limited to, establishing policies and practices that avoid the overuse of exclusionary discipline measures (including in- and out- of-school suspensions) and

creating a positive and supportive learning environment for all students.

- What are your overall plans and policies related to district support for return to in-person instruction and maximizing in-person instruction time, including how funds will support a return to and maximize in-person instruction time, and advance equity and inclusivity in participation in in-person instruction?
- How will your district use its ARP ESSER funds to meet students' social, emotional, and academic needs, including through summer enrichment programming and other evidence-based interventions, and how will they be used to advance equity for underserved students?
- How will your district use its ARP ESSER funds to sustain and support access to early childhood education programs?

LEAs will be required to inform the public by including this information as part of their Return to In-Person Instruction and Continuity of Service Plans, which will be posted on their website within 30 days of receiving their ARP ESSER award.

2. LEA Consultation: Describe how the SEA will, in planning for the use of ARP ESSER funds, ensure that, consistent with the ARP ESSER requirements], its LEAs engage in meaningful consultation with stakeholders, including, but not limited to:

- i. students;
- ii. families;
- iii. school and district administrators (including special education administrators); and
- iv. teachers, principals, school leaders, other educators, school staff, and their unions.

The LEA must also engage in meaningful consultation with each of the following to the extent present in or served by the LEA:

- i. Tribes;
- ii. civil rights organizations (including disability rights organizations); and
- iii. stakeholders representing the interests of children with disabilities, English learners, children experiencing homelessness, children and youth in foster care, migratory students, children who are incarcerated, and other underserved students.

The description must also include how the SEA will ensure that LEAs provide the public the opportunity to provide input in the development of the LEA's plan for the use of ARP ESSER funds and take such input into account.

Districts will be required to detail in their LEA ESSER application how they have consulted with all stakeholders listed above. This same information will be included in their Safe Return to In-Person Instruction and Continuity of Services Plans that will be posted on their website within 30 days of receiving their ARP ESSER award.

3. Describe how the SEA will support and monitor its LEAs in using ARP ESSER funds. The description must include:
 - i. How the SEA will support and monitor its LEAs' implementation of evidence-based interventions that respond to students' academic, social, emotional, and mental health needs, such as through summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs – including the extent to which the SEA will collect evidence of the effectiveness of interventions employed;

The P-20 Council has created a [Learning Renewal Resource Guide](#) to help support LEAs as they make decisions that are best for students and school communities. ISBE continues to provide technical assistance to all LEAs, as needed, as well as updated guidance to the field. ISBE will take advantage of existing structures in place to help us collect the needed information and monitor LEAs. This includes the Illinois Report Card, the 5Essentials Survey, and the biannual Youth Risk Behavior Survey. The agency will also continue to study the exclusionary discipline practices of suspension and expulsion. ISBE will create a detailed report to capture how schools are using ESSER funds for specific interventions, which include summer school; summer programming; extended day, extended year, and after-school programming; academic interventions; social/emotional interventions; and mental health interventions. This report will provide an indication regarding how much was spent for each of the activities and the portion of ARP ESSER funds that were allocated to achieve the success of such interventions.

- ii. How the SEA will support and monitor its LEAs in specifically addressing the disproportionate impact of the COVID-19 pandemic on certain groups of students, including each of the student groups listed in question A.3.i.-viii; and

The P-20 Council has created a [Learning Renewal Resource Guide](#) to help support LEAs as they make decisions that are best

for the students and school communities. ISBE continues to provide technical assistance to all LEAs, as needed, as well as updated guidance to the field. ISBE will collect data regarding certain groups of students and create a new report, which will be compiled annually.

- iii. How the SEA will support and monitor its LEAs in using ARP ESSER funds to identify, reengage, and support students most likely to have experienced the impact of lost instructional time on student learning, such as:
 - a. Students who have missed the most in-person instruction during the 2019-2020 and 2020-2021 school years;
 - b. Students who did not consistently participate in remote instruction when offered during school building closures; and
 - c. Students most at-risk of dropping out of school.
 - d.

The P-20 Council has created a [Learning Renewal Resource Guide](#) to help support LEAs as they make decisions that are best for the students and school communities. ISBE continues to provide technical assistance to all LEAs, as needed, as well as updated guidance to the field. ISBE will take advantage of existing structures in place that will help us collect the information that is needed to monitor LEAs. This includes attendance data and statistics that pertain to the exclusionary discipline practices of suspension and expulsion. ISBE will create a detailed report that will help us better understand how schools served students who missed the most in-person instruction during the pandemic, students who did not consistently participate in remote instruction when it was offered during school building closures, and students most at risk of dropping out of school; the report will be compiled annually.

- 4. Describe the extent to which the SEA will support its LEAs in implementing additional strategies for taking educational equity into account in expending ARP ESSER funds, including but not limited to:
 - i. Allocating funding both to schools and for districtwide activities based on student need, and
 - ii. Implementing an equitable and inclusive return to in-person instruction. An inclusive return to in-person instruction includes, but is not limited to, establishing policies and practices that avoid the over-use of exclusionary discipline measures (including in- and out-

of-school suspensions) and creating a positive and supportive learning environment for all students.

The law requires use of Title I formula to generate the 90 percent allocations to districts. Eligibility for Title I equal ten students in poverty as determined by the census and a poverty concentration rate of 2 percent or more.

As we are committed to ensuring all LEA's receive the support they need, non-Title I schools administered by Regional Offices of Education receive funding at the rates listed below. ISBE uses a portion of the 2.5 percent emergency funds of SEA set-aside to provide non-Title I schools with an allocation so that all LEA's have access to these funds. These funds do not come from the portion of the state reserve designated for lost instructional time, comprehensive after school programs, or summer learning and enrichment.

- 1) ESSER I - \$19 per student
- 2) ESSER II - \$63 per student
- 3) ARP ESSER - \$142 per student

The \$142 per pupil amount for ARP ESSER represents the minimum allocation provided to a Title I eligible school district identified as a Tier 1 School district in Evidenced-Based Funding, which is the State's primary funding mechanism. Illinois identifies Tier 1 districts as those which are furthest away from adequate funding.

ISBE utilized the Evidence-Based Funding (EBF) to determine the allocations \$300m of the state set aside for learning loss, after school and summer school. EBF is the state of Illinois' primary education funding formula which distributes the majority (99%) of new state funding to school districts with less than 90% of adequate funding. Adequate funding is determined by 34 cost factors that are utilized in determining an Adequacy Target (AT) for each district that takes into account 1) Enrollment 2) English Learners 3) Low Income Pupils and 4) regional variances in cost. The AT is the denominator in the ratio that determines the Percentage of

Adequacy. The numerator in the ratio is the Available Funding which is comprised of 1) Prior Year EBF Payments and 2) local funds. School districts are placed into tiers where

- Tier 1 - School Districts with a % of adequacy less than the tier 1 target ration
- Tier 2 - School Districts below 90% of adequacy
- Tier 3 - School Districts at or above 90% of adequacy but less than 100% of adequacy
- Tier 4 - School Districts at or above 100% of adequacy

99% of the \$300m was allocated to Tier 1 and Tier 2 Districts. The remaining 1% was allocated to Tier 3 and Tier 4 school districts. Those allocations were determined by statutory formula. The designation of each school district's allocation of the \$300m was proportionally allocated to learning loss, after school and summer school after consideration of other state level activities that were attributable to the requirements outlined in the ARP statute to ensure that the state was meeting the requirements for these activities .

More information regarding EBF can be reviewed [here](#)

The state will continue to provide targeted support, technical assistance, webinars, and office hours to help LEAs apply for and use ARP ESSER funds. To the extent possible and practical, LEAs will be given autonomy to use these funds to best support the needs of their school communities.

Through the grant process, LEA's will describe how they will use their funds to support all students in an equitable manner. Through reporting, LEA's will explain their strategies and spending of the ARP funds for specific groups, including low-income, race/ethnicity, gender, English learners, children with disabilities, students experiencing homelessness, migratory students, and students who missed the most in-person instruction.

F. Supporting the Educator Workforce

The Department recognizes the toll that the COVID-19 pandemic has taken on the Nation's educators as well as students. In this section, SEAs will describe strategies for supporting and stabilizing the educator workforce and for making staffing decisions that will support students' academic, social, emotional, and mental health needs.

1. Supporting and Stabilizing the Educator Workforce:

- i. Describe the extent to which the State is facing shortages of educators, education administration personnel, and other school personnel involved in safely reopening schools, and the extent to which they vary by region/type of school district and/or groups of educators (e.g., special educators and related services personnel and paraprofessionals; bilingual or English as a second language educators; science, technology, engineering, and math ("STEM") educators; career and technical education ("CTE") educators; early childhood educators). Cite specific data on shortages and needs where available.

Complete the table below, changing or adding additional rows as needed, or provide a narrative description.

Table F1.

| Area | Data on shortages and needs | Narrative description |
|---|-----------------------------|--|
| Special educators and related service personnel and paraprofessionals | 125 unfilled positions | The following position codes were included in the data: Bilingual Education and Special Education – Bilingual |
| Bilingual educators | 30 unfilled positions | The following position codes were included in the data: English as a Second Language |
| English as a second language educators | 224 unfilled positions | The following position codes |

| Area | Data on shortages and needs | Narrative description |
|----------------|-----------------------------|---|
| | | <p>were included in the data: Science – Physics, Science – Other, Science – General, Science – Chemistry, Science – Biology, Math – Algebra, Math – Basic, Math – Geometry, Math – Other, Mathematics, Resource Teacher, Title I Remedial Math, Computer Literacy and Tech, Technology Specialist, Vocational Tech – Business, Marketing, and Management, Vocational Tech - Family and Consumer Science, Vocational Tech – Industrial Occupations, Vocational Tech – Miscellaneous</p> |
| STEM educators | 224 unfilled positions | <p>The following position codes were included in the data: Science – Physics, Science – Other, Science – General, Science – Chemistry, Science – Biology, Math – Algebra, Math – Basic, Math – Geometry, Math – Other, Mathematics,</p> |

| Area | Data on shortages and needs | Narrative description |
|---------------------------|-----------------------------|---|
| | | Resource Teacher, Title I Remedial Math, Computer Literacy and Tech, Technology Specialist, Vocational Tech – Business, Marketing, and Management, Vocational Tech - Family and Consumer Science, Vocational Tech – Industrial Occupations, Vocational Tech – Miscellaneous |
| CTE educators | 21 unfilled positions | The following position codes were included in the data: Career and Technical Educator |
| Early childhood educators | 17 | The following position codes were included in the data: Pre-K at Risk (only data available) |
| School counselors | 24 | The following position codes were included in the data: Guidance Counselor |
| Social workers | 144 | The following position codes were included in the data: Interim Social Worker, Social Worker |
| Nurses | 101 | The following position codes |

| Area | Data on shortages and needs | Narrative description |
|----------------------|-----------------------------|--|
| | | were included in the data: Nurse |
| School psychologists | 122 | The following position codes were included in the data: Intern Psychologist, Psychologist |

- ii. Describe how the SEA will assist its LEAs in identifying the most urgent areas of shortages or potential shortages, with particular plans for individual LEAs facing the most significant needs (e.g., by avoiding layoffs, providing high-quality professional learning opportunities, and addressing the impact of stress or trauma on educators). Include a description of how other Federal COVID-19 funding (e.g., ESSER and GEER funds under the CARES Act and CRRSA Act) have already been used to avoid layoffs during the COVID-19 pandemic.

ISBE has consistently made clear to LEAs that COVID-19 funding can be used to avoid layoffs and support educators. ISBE also used ESSER funds under the CARES Act to provide grants to LEAs to support high-quality digital professional learning and to develop a statewide virtual instructional coaching and mentoring program for new teachers. ISBE also set aside money from ESSER funds under the CRRSA Act to support affinity groups for teachers to improve their satisfaction, efficacy, and retention. Further, ISBE has shared best practices for addressing the impact of the stress and trauma of the pandemic on educators via timely release of resource documents, including [Remote Learning Recommendations](#), [Fall Learning Recommendations](#), and [Return to In-Person: Lessons Learned from the Pandemic](#).

- iii. Describe the actions the SEA will take to fill anticipated gaps in certified teachers for the start of the 2021-2022 school year and to what extent the SEA will further support its LEAs in expanding the educator pipeline and educator diversity while addressing the immediate needs of students disproportionately impacted by the pandemic (e.g., recruiting teaching candidates to provide high-dosage tutoring or implementing residencies for teacher candidates).

One of ISBE's top priorities is to support LEAs in filling gaps for future school years through expansion and diversification of the educator pipeline. In fact, this is featured as one of three main goals (along with student learning and learning conditions) in the agency's Strategic Plan. ISBE further recognizes the added significance of this goal because the pandemic has shown that students who have been disproportionately impacted by the pandemic need high-quality educators now more than ever. So, in accordance with its Strategic Plan, ISBE is working on several initiatives that strengthen the teacher pipeline by leveraging and aligning partnerships in support of improved educator recruitment and retention outcomes to ensure that student needs are met, especially the needs of those most impacted by COVID-19. These partnerships include data-driven work with educator preparation programs to set and achieve specific diversity targets for recruitment and retention; collaboration with other education agencies, such as the Illinois Community College Board and Illinois Board of High Education, to streamline articulation, promote dual enrollment, emphasize recruitment, and develop seamless curriculum for future educators from early college experiences through licensure; and support for residency programs and other proven preparation models that prepare candidates for high-needs placements, such as Golden Apple, Grow Your Own Teachers Illinois, Teach for America. In the past two years, ISBE has also funded two cohorts of CTE Educator Career Pathway grants to attract high school students to careers in education and accelerate their preparation and readiness through education-related field experiences and dual credit coursework. The agency also has approved Culturally Responsive Teaching and Leading Standards to ensure that all newly prepared Illinois educators develop the skills required to meet the needs of all students. ISBE intends to continue to monitor unfilled position data and educator preparation program data closely over the next several years to identify and address the impacts of COVID-19 on the educator pipeline and to continue supporting the expansion and diversification of our educator workforce.

2. Staffing to Support Student Needs: Describe the extent to which the SEA has developed or will develop strategies and will support its LEAs in increasing student access to key support staff within school buildings, including school counselors, special education personnel, nurses, social workers, and psychologists (e.g. hiring additional personnel or freeing up these staff to focus on providing services to students).

ISBE has proposed Illinois Administrative Code additions that include new short-term approvals in the areas of school counselor, school nurse, speech language pathologist, school social worker, and school psychologist. To earn an approval, an educator must hold a master's degree, be licensed at the state or national level in the area sought, pass the applicable licensure content test, and be recruited by a district to serve in a specific position. Each approval is valid for

three full fiscal years, during which time educators shall be completing remaining requirements to become fully licensed. Approvals shall be available through June 30, 2023, but this timeline may be extended if the state is still experiencing chronic school support personnel shortages. ISBE plans to work with educator preparation programs to incentivize timely completion of full licensure for individuals with these approvals through targeted supports.

G. Monitoring and Measuring Progress

The Department recognizes that transparency on how ARP ESSER funds are used and their impact on the Nation's education system is a fundamental responsibility of Federal, State, and local government. In this section, SEAs will describe how they are building capacity at the SEA and LEA levels to ensure high-quality data collection and reporting and to safeguard funds for their intended purposes.

1. Capacity for Data Collection and Reporting: It is important for an SEA to continuously monitor progress and make adjustments to its strategies, as well as to support its LEAs in making adjustments to LEA strategies, based on impact. Describe how the SEA will ensure its capacity and the capacity of its LEAs to collect data on reporting requirements, including but not limited to the examples of reporting requirements described in the SEA's Grant Award Notification (listed in Appendix B). Describe the SEA's capacity and strategy to collect data from its LEAs (disaggregated by student group, where applicable), to the greatest extent practicable, including any steps the SEA will take to build its capacity in the future (which may include the use of ARP ESSER and other Federal COVID-19 pandemic funds at the SEA and LEA levels), on issues that may include the following:
 - i. Student learning, including the academic impact of lost instructional time during the COVID-19 pandemic;
 - ii. Opportunity to learn measures (e.g., chronic absenteeism; student engagement; use of exclusionary discipline; access to and participation in advanced coursework; access to technology, including educator access to professional development on the effective use of technology; access to high-quality educators; access to school counselors, social workers, nurses, and school psychologists; and results from student, parent, and/or educator surveys);
 - iii. Fiscal data that is comparable across the State (e.g., per-pupil expenditures at the LEA and school levels);
 - iv. Jobs created and retained (by position type);
 - v. Participation in programs funded by ARP ESSER resources (e.g., summer and afterschool programs); and
 - vi. Other reporting requirements reasonably required by the Secretary (please refer to Appendix B of this template; final requirements will be issued separately).

Learning data, including assessment data and course grade data, as well as attendance data are collected at the individual student level and can be aggregated into various student groups. Opportunity-to-learn measures, including, but not limited to, chronic absenteeism, discipline rates, and advanced and college coursework, are reported annually on our Illinois Report Card. Information regarding funding for each school and district is reported annually on the Illinois Report Card. Overall teacher retention is reported at the school, district, and state levels on the Illinois Report Card. Also, the agency also publicly reports every three years on various subgroups, including position type, regarding the state of educator supply and demand across the state. LEAs will complete a detailed annual report that looks at how schools are using ESSER funds for specific interventions, which include summer school; summer programming; extended day, extended year, and after-school programming; academic interventions; social/emotional interventions and mental health interventions. This report will provide an indication regarding how much was spent for each of the activities and the portion of ARP ESSER funds that was allocated to achieve the success of such interventions.

2. Monitoring and Internal Controls: Describe how the SEA will implement appropriate fiscal monitoring of and internal controls for the ARP ESSER funds (e.g., by updating the SEA's plan for monitoring funds and internal controls under the CARES and CRRSA Acts; addressing potential sources of waste, fraud, and abuse; conducting random audits; or other tools). In this response, please describe the SEA's current capacity to monitor ARP ESSER; steps, if needed, to increase capacity; and any foreseeable gaps in capacity, including how the SEA will provide its LEAs with technical assistance in the anticipated areas of greatest need.

The Federal and State Monitoring Department (FSM) performs an annual risk assessment that is used to select the programs and grantees toward which we direct monitoring activities. FSM will incorporate ARP ESSER grant funds into the risk assessment tool. FSM will monitor, on a sample basis, the usage of ARP ESSER funding by selected grant recipients to ensure the funding is used for authorized purposes with special attention paid to any indicators of fraud, waste, or abuse. FSM will review required financial reports and the underlying documentation to determine whether funds were utilized appropriately. Should any monitoring findings be issued related to ARP ESSER funding, FSM will require and obtain corrective action plans that ensure timely and appropriate action is taken with respect to any underlying control issues. FSM will begin monitoring ARP ESSER funds with existing staff. We will continually evaluate the need for additional staff or contractual assistance. Technical assistance on appropriate usage of funds and proper tracking of fund usage will be provided by program staff throughout the grant application and budgeting process, and it will be reinforced via training materials, guidance documents, and during reviews.

Appendix A: School Operating Status and Instructional Mode Data Template

Indicate the date or time period represented by the following data.

The data is updated as of May 5, 2021.

Table 1

In the most recent time period available, how many schools in your State offered each mode of instruction or learning model described below? Each row should account for all schools in your State, so that, for each row, the sum of the numbers in the “offered to all students,” “offered to some students,” and “not offered” columns is equal to the number in the “all schools” column.

Add or change rows as needed

| Number of schools | All schools | Offered to all students | Offered to some students | Not offered |
|--|-------------|-------------------------|--------------------------|-------------|
| Remote or online only | 3976 | 174 | 3802 | 0 |
| School buildings open with both remote/online and in-person instruction (hybrid) | 3976 | 2655 | 0 | 1321 |
| School buildings open with full-time in-person instruction | 3976 | 1147 | 0 | 2829 |

To the extent data are available, please complete the above table for 1) all schools in the State, and 2) separately for each instructional level (e.g., pre-kindergarten/elementary schools, middle schools, high schools).

Table 2

In the most recent time period available, what was the enrollment and mode of instruction for the schools in your State?

Add or change rows as needed

| Number of students | Total enrollment | Remote or online only | Both remote/online and in-person instruction (hybrid) | Full-time in-person instruction |
|---|-------------------------|------------------------------|--|--|
| Students from low-income families | 900,621 | 417,760 | 258,269 | 137,347 |
| White, not Hispanic | 874,862 | 119,268 | 313,045 | 255,127 |
| Black or African American, not Hispanic | 310,214 | 167,556 | 81,775 | 31,996 |
| Hispanic, of any race | 508,058 | 278,568 | 135,576 | 43,107 |
| Asian, not Hispanic | 102,611 | 36,875 | 22,987 | 9,547 |
| American Indian or Alaskan Native, not Hispanic | 4,665 | 2,030 | 1,521 | 646 |
| Native Hawaiian or Pacific Islander, not Hispanic | 1,940 | 779 | 535 | 293 |
| Two or more races, not Hispanic | 73,572 | 18,196 | 26,547 | 15,928 |
| Race/Ethnicity information not available | N/A | N/A | N/A | N/A |
| English learners | 244,139 | 128,467 | 66,689 | 23,833 |
| Children with disabilities | 332,312 | 108,111 | 105,000 | 65,506 |
| Students experiencing homelessness | 33,439 | 14,301 | 8,707 | 6,159 |
| Children and youth in foster care | 11,732 | 3,063 | 3,874 | 3,232 |
| Migratory students | 304 | 63 | 141 | 70 |

Appendix B: Reporting Language Included in the Grant Award Notification (“GAN”)

As described in the Grant Award Notification (“GAN”), the SEA will comply with, and ensure that its LEAs comply with, all reporting requirements at such time and in such manner and containing such information as the Secretary may reasonably require, including on matters such as:

- How the State is developing strategies and implementing public health protocols including, to the greatest extent practicable, policies and plans in line with the CDC guidance related to mitigating COVID-19 in schools;
- Overall plans and policies related to State support for return to in-person instruction and maximizing in-person instruction time, including how funds will support a return to and maximize in-person instruction time, and advance equity and inclusivity in participation in in-person instruction;
- Data on each school’s mode of instruction (fully in-person, hybrid, and fully remote) and conditions;
- SEA and LEA uses of funds to meet students’ social, emotional, and academic needs, including through summer enrichment programming and other evidence-based interventions, and how they advance equity for underserved students;
- SEA and LEA uses of funds to sustain and support access to early childhood education programs;
- Impacts and outcomes (disaggregated by student subgroup) through use of ARP ESSER funding (e.g., quantitative and qualitative results of ARP ESSER funding, including on personnel, student learning, and budgeting at the school and district level);
- Student data (disaggregated by student subgroup) related to how the COVID-19 pandemic has affected instruction and learning;
- Requirements under the Federal Financial Accountability Transparency Act (“FFATA”); and
- Additional reporting requirements as may be necessary to ensure accountability and transparency of ARP ESSER funds.

Appendix C: Assurances

By signing this document, the SEA assures all of the following:

- The SEA will conduct all its operations so that no person shall be excluded from participation in, be denied the benefits of, or be subject to discrimination under the ARP ESSER program or activity based on race, color, national origin, which includes a person's limited English proficiency or English learner status and a person's actual or perceived shared ancestry or ethnic characteristics; sex; age; or disability. These non-discrimination obligations arise under Federal civil rights laws, including but not limited to Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments Act of 1972, section 504 of the Rehabilitation Act of 1973, and the Age Discrimination Act of 1975. In addition, the SEA must comply with all regulations, guidelines, and standards issued by the Department under any of these statutes;
- The SEA will comply with all ARP Act and other ARP ESSER requirements and all requirements of its Grant Award Notification, including but not limited to:
 - Complying with the maintenance of effort provision in section 2004(a)(1) of the ARP Act, absent a waiver by the Secretary pursuant to section 2004(a)(2) of the ARP Act; and
 - Complying with the maintenance of equity provisions in section 2004(b) of the ARP Act, and ensuring its LEAs comply with the maintenance of equity provision in section 2004(c) of the ARP Act (please note that the Department will provide additional guidance on maintenance of equity shortly);
- The SEA will allocate ARP ESSER funds to LEAs in an expedited and timely manner and, to the extent practicable, not later than 60 days after the SEA receives ARP ESSER funds (i.e., 60 days from the date the SEA receives each portion of its ARP ESSER funds). An SEA that is not able to allocate such funds within 60 days because it is not practicable (e.g., because of pre-existing State board approval requirements) will provide an explanation to the Department within 30 days of receiving each portion of its ARP ESSER funds (submitted via email to your Program Officer at [State].OESE@ed.gov (e.g., Alabama.OESE@ed.gov)), including a description of specific actions the SEA is taking to provide ARP ESSER funds to LEAs in an expedited and timely manner and the SEA's expected timeline for doing so;
- The SEA will implement evidence-based interventions as required under section 2001(f) of the ARP Act and ensure its LEAs implement evidence-based interventions, as required by section 2001(e)(1) of the ARP Act;
- The SEA will address the disproportionate impact of the COVID-19 pandemic on underserved students (i.e., students from low-income families, students from racial or ethnic groups (e.g., identifying disparities and focusing on underserved student groups by race or ethnicity), gender (e.g., identifying disparities and focusing on underserved student groups by gender), English learners, children with disabilities, students experiencing homelessness, children and youth in foster care, and migratory students), as required under section 2001(f) of the ARP Act, and ensure its LEAs address the disproportionate impact of the COVID-19 pandemic on underserved students (i.e., students from low-income families, students from racial or ethnic groups, gender, English learners, children with disabilities, students experiencing homelessness, children and

youth in foster care, and migratory students), as required by section 2001(e)(1) of the ARP Act; and

- The SEA will provide to the Department: (1) the URL(s) where the public can readily find data on school operating status and (2) the URL(s) for the SEA and/or LEA websites where the public can find the LEA plans for a) the safe return to in-person instruction and continuity of services required under section 2001(i) of the ARP Act, and b) use of ARP ESSER funds. SEAs should consider ensuring a standardized URL format in all cases (e.g., xxx.gov/COVIDplan).

Appendix D

OMB Control No. 1894-0005 (Exp. 06/30/2023)

NOTICE TO ALL APPLICANTS

The purpose of this enclosure is to inform you about a new provision in the Department of Education's General Education Provisions Act ("GEPA") that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Public Law (P.L.) 103-382).

To Whom Does This Provision Apply?

Section 427 of GEPA affects applicants for new grant awards under this program. **ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.**

(If this program is a State-formula grant program, a State needs to provide this description only for projects or activities that it carries out with funds reserved for State-level uses. In addition, local school districts or other eligible applicants that apply to the State for funding need to provide this description in their applications to the State for funding. The State would be responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 statement as described below.)

What Does This Provision Require?

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access to, or participation in, the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?

The following examples may help illustrate how an applicant may comply with Section 427.

- (1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.
- (2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.
- (3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.
- (4) An applicant that proposes a project to increase school safety might describe the special efforts it will take to address concerns of lesbian, gay, bisexual, and transgender students, and efforts to reach out to and involve the families of LGBT students.

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

In accordance with Section 427 of the Department of Education's General Provision Act (GEPA), the Illinois State Board of Education (ISBE) ensures equal access and participation to all persons. For state-level activities as well as all other activities supported by federal assistance under this application, ISBE will fully enforce all federal and state laws and regulations designed to ensure equitable access to all program beneficiaries and to overcome barriers to equitable participation. ISBE will take all steps necessary, whether by required notices, complaint procedures, appointment of liaisons, outreach activities, pursuit of conforming state legislation, or otherwise, to achieve these goals.

The Illinois State Board of Education (ISBE) provides leadership, resources, assistance, and oversight in partnership with local education agencies to support student achievement and success. As such, students, teachers, and others with special needs in local education agencies do not face barriers in accessing or participating in federally funded programs and activities based on their gender, race, national origin, color, disability, or age. All potential beneficiaries will be provided equitable access to participate in grant-funded activities and services.

In the event a barrier is identified, the ISBE is prepared to take action to remove such barriers and ensure equitable access for all beneficiaries with special needs.

Illinois serves an increasingly diverse student population. Students who are Black, Hispanic, Asian, American Indian or Alaskan Native, Hawaiian or Other Pacific Islander, or Two or More Races comprised 52.4 % of the student enrollment in 2018-19. The state has identified schools in which students are succeeding in spite of high poverty and other risk factors.

Over 120 languages are represented in Illinois by more than 200,000 students. Illinois provides bilingual services for these students according to state law. Documents are translated, at the state or local level; into other languages as needed (e.g., the parental notification for families of children receiving services as Limited English Proficient Learners).

The ISBE is an equal opportunity/affirmative action employer and does not discriminate on the basis of gender, race, national origin, color, disability, or age.

Estimated Burden Statement for GEPA Requirements

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. Public reporting burden for this collection of information is estimated to average 3 hours per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is required to obtain or retain benefit (Public Law 103-382). Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20210-4537 or email ICDocketMgr@ed.gov and reference the OMB Control Number 1894-0005.